



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2009
Code: 11461375
SAU: Saco School Department
School: C K Burns School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 4

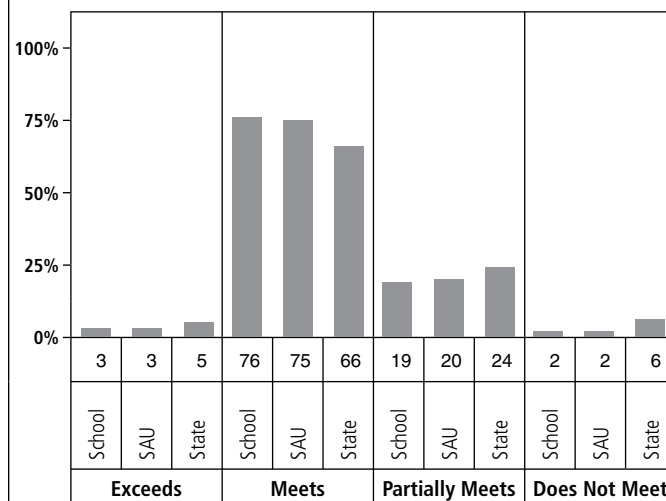
SAU: Saco School Department

School: C K Burns School

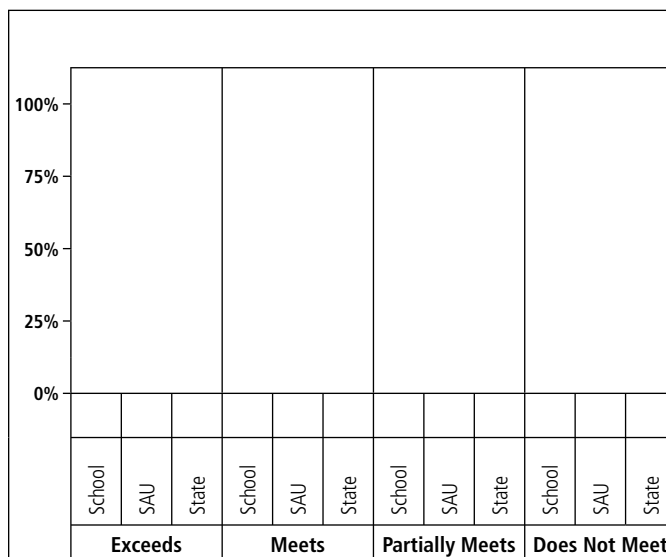
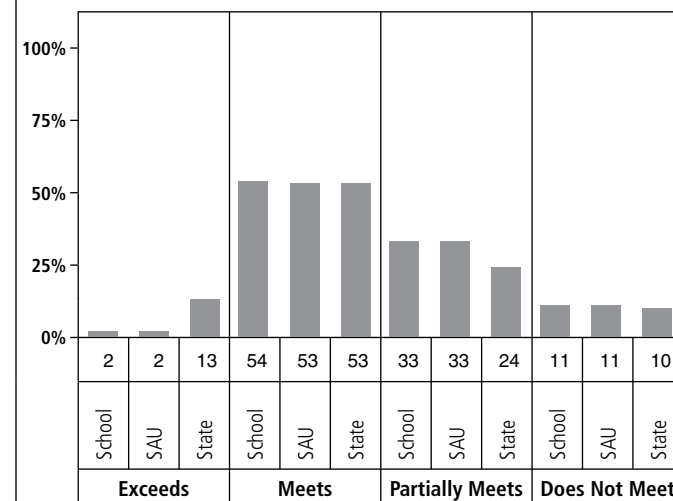
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	444	444	445
2007–2008	445	445	445
2008–2009	447	447	446
Cum. Avg.*	445	445	445
Mathematics			
2006–2007	444	444	445
2007–2008	444	444	445
2008–2009	443	443	446
Cum. Avg.*	444	444	445

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 4
SAU: Saco School Department
School: C K Burns School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						School		SAU		State	
	n %		n %		n %		n %		n %		n %		n %		n %		n %		n %		n %		n %	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	205	100	206	100	13805	100	205	100	206	100	13737	100	204	100	205	100	13746	100						
Ethnicity African American/Black	3	1	4	2	419	3	3	100	4	100	410	98	3	100	4	100	416	99						
American Indian or Native Alaskan	0	0	0	0	125	1	0	0	0	0	124	99	0	0	0	0	124	99						
Asian or Pacific Islander	6	3	6	3	229	2	6	100	6	100	223	97	6	100	6	100	227	99						
Hispanic	3	1	3	1	149	1	3	100	3	100	148	99	3	100	3	100	148	99						
Caucasian/White	193	94	193	94	12883	93	193	100	193	100	12832	100	192	99	192	99	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	28	14	29	14	2383	17	28	100	29	100	2366	100	27	96	28	97	2364	99						
Current LEP	7	3	7	3	377	3	7	100	7	100	362	96	7	100	7	100	373	99						
Economically disadvantaged	65	32	65	32	5819	42	65	100	65	100	5782	99	65	100	65	100	5788	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n %		n %		n %		n %		n %		n %		n %		n %		n %	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	158	77	158	77	10439	76	161	79	161	78	10471	76						
Identified disability (PET/IEP)	5	3	5	3	351	3	7	4	7	4	367	4						
LEP	6	4	6	4	171	2	6	4	6	4	172	2						
504 plan	0	0	0	0	92	1	0	0	0	0	90	1						
Participation with accommodations	44	21	45	22	3142	23	42	20	43	21	3138	23						
Identified disability (PET/IEP)	20	45	21	47	1860	59	19	45	20	47	1860	59						
LEP	1	2	1	2	186	6	1	2	1	2	198	6						
504 plan	1	2	1	2	71	2	1	2	1	2	73	2						
Other	23	52	23	51	1060	34	22	52	22	51	1043	33						
Participation through alternate assessment (PAAP)	3	1	3	1	155	1	1	0	1	0	137	1						
Identified disability (PET/IEP)	3	100	3	100	155	100	1	100	1	100	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0												
Approved non-participation – special consideration	0	0	0	0	11	0	0	0	0	0	11	0						
Non-participation – other	0	0	0	0	57	0	1	0	1	0	48	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 4
SAU: Saco School Department
School: C K Burns School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	6	3	6	3	507	4
	2007-2008	8	4	8	4	559	4
	2008-2009	6	3	6	3	672	5
	Cum. Total*	20	3	20	3	1738	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	130	63	129	63	8749	63
	2007-2008	114	59	114	59	8308	59
	2008-2009	153	76	153	75	8917	66
	Cum. Total*	397	66	396	66	25974	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	50	24	51	25	3467	25
	2007-2008	61	32	61	32	3922	28
	2008-2009	39	19	40	20	3241	24
	Cum. Total*	150	25	152	25	10630	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	19	9	19	9	1165	8
	2007-2008	10	5	10	5	1264	9
	2008-2009	4	2	4	2	751	6
	Cum. Total*	33	6	33	5	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	32.5	67.7	32.4	67.5	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	16.5	68.8	16.5	68.8	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	16.0	66.7	15.9	66.3	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 4
 SAU: Saco School Department
 School: C K Burns School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	202	6	3	153	76	39	19	4	2	447	203	3	75	20	2	447	13581	5	66	24	6	446
Ethnicity																						
African American/Black	3										4						408	2	51	31	16	441
American Indian or Native Alaskan	0										0						122	1	59	34	6	444
Asian or Pacific Islander	6	0	0	6	100	0	0	0	0	448	6	0	100	0	0	448	221	9	62	22	7	447
Hispanic	3										3						146	1	64	28	6	445
Caucasian/White	190	6	3	144	76	36	19	4	2	447	190	3	76	19	2	447	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	25	0	0	13	52	10	40	2	8	441	26	0	50	42	8	441	2211	1	39	42	18	439
No	177	6	3	140	79	29	16	2	1	448	177	3	79	16	1	448	11370	6	71	20	3	448
Current LEP																						
Yes	7	0	0	5	71	2	29	0	0	445	7	0	71	29	0	445	357	3	42	36	19	440
No	195	6	3	148	76	37	19	4	2	447	196	3	76	19	2	447	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	62	0	0	42	68	17	27	3	5	444	62	0	68	27	5	444	5677	2	57	32	9	443
No	140	6	4	111	79	22	16	1	1	448	141	4	79	16	1	448	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	202	6	3	153	76	39	19	4	2	447	203	3	75	20	2	447	13575	5	66	24	6	446
Gender																						
Female	92	4	4	72	78	14	15	2	2	448	92	4	78	15	2	448	6580	7	68	21	5	448
Male	110	2	2	81	74	25	23	2	2	446	111	2	73	23	2	446	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										1						2127	1	48	42	9	441
No	201	6	3	153	76	38	19	4	2	447	202	3	76	19	2	447	11454	6	69	20	5	447
Gifted/talented program																						
Yes	0										0						324	27	72	1	0	458
No	202	6	3	153	76	39	19	4	2	447	203	3	75	20	2	447	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Saco School Department

School: C K Burns School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	4	100	0	0	0	0	447	2	0	100	0	0	447	4	2	45	36	17	441
B. less than one hour	74	3	2	115	78	28	19	2	1	447	74	2	77	19	1	447	75	5	67	23	4	447
C. one to two hours	22	3	7	31	70	9	20	1	2	447	22	7	70	20	2	447	18	5	67	23	5	447
D. more than two hours	2	0	0	2	50	1	25	1	25	443	2	0	50	25	25	443	2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	50	5	5	76	77	18	18	0	0	449	50	5	77	18	0	449	40	8	71	17	4	449
B. good	41	0	0	63	78	16	20	2	2	446	41	0	77	21	2	446	45	3	66	25	5	446
C. fair	7	1	8	8	62	2	15	2	15	444	7	8	62	15	15	444	13	1	54	35	10	442
D. poor	3	0	0	4	67	2	33	0	0	443	3	0	67	33	0	443	2	0	39	42	19	439
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	25	2	4	40	82	7	14	0	0	449	24	4	82	14	0	449	31	8	69	19	4	448
B. They match some of what I have learned.	57	4	4	84	74	23	20	3	3	447	57	4	74	20	3	447	53	4	68	23	4	447
C. They match just a little of what I have learned.	16	0	0	23	74	7	23	1	3	444	16	0	72	25	3	444	11	2	54	35	10	442
D. There is no match.	3	0	0	5	83	1	17	0	0	446	3	0	83	17	0	446	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	27	2	4	38	70	14	26	0	0	446	27	4	70	26	0	446	19	4	54	31	11	443
B. about the same as my regular schoolwork	57	3	3	88	78	18	16	4	4	448	57	3	77	17	4	447	63	6	69	22	4	447
C. easier than my regular schoolwork	16	1	3	26	81	5	16	0	0	448	16	3	81	16	0	448	18	4	68	23	5	446
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	12	0	0	11	46	12	50	1	4	441	12	0	46	50	4	441	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	57	2	2	86	77	21	19	2	2	447	56	2	77	19	2	447	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	31	3	5	52	85	5	8	1	2	450	31	5	84	10	2	450	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	17	2	6	29	85	3	9	0	0	451	17	6	85	9	0	451	21	8	68	19	5	448
B. 20 minutes to an hour	74	4	3	110	74	31	21	4	3	447	74	3	74	21	3	447	55	5	70	21	4	447
C. less than 20 minutes	4	0	0	7	78	2	22	0	0	444	5	0	70	30	0	443	13	2	57	33	8	443
D. I rarely read at home.	4	0	0	7	78	2	22	0	0	445	4	0	78	22	0	445	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	16	0	0	22	71	8	26	1	3	444	16	0	71	26	3	444	25	3	59	30	8	444
B. six to ten pages	19	1	3	28	76	6	16	2	5	447	19	3	74	18	5	446	24	4	64	26	6	445
C. eleven or more pages	65	5	4	100	78	22	17	1	1	448	65	4	78	17	1	448	51	7	70	20	4	448
Optional school/SAU question																						
A.	60	0	0	2	67	1	33	0	0	444	60	0	67	33	0	444						
B.	0										0											
C.	0										0											
D.	40	0	0	2	100	0	0	0	0	445	40	0	100	0	0	445						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 4
SAU: Saco School Department
School: C K Burns School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	16	8	16	8	1054	8
	2007-2008	18	9	18	9	1321	9
	2008-2009	5	2	5	2	1712	13
	Cum. Total*	39	6	39	6	4087	10
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	103	50	102	50	7394	53
	2007-2008	87	45	87	45	7079	51
	2008-2009	109	54	109	53	7270	53
	Cum. Total*	299	50	298	50	21743	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	57	28	57	28	3729	27
	2007-2008	65	34	65	34	3955	28
	2008-2009	67	33	68	33	3219	24
	Cum. Total*	189	31	190	32	10903	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	29	14	30	15	1735	12
	2007-2008	23	12	23	12	1642	12
	2008-2009	22	11	22	11	1408	10
	Cum. Total*	74	12	75	12	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	28.7	59.8	28.7	59.8	30.8	64.2
A. Number	20	42	10.7	53.5	10.6	53.0	12.5	62.5
B. Data	8	17	5.3	66.3	5.3	66.3	5.3	66.3
C. Geometry	10	21	6.6	66.0	6.6	66.0	6.5	65.0
D. Algebra	10	21	6.1	61.0	6.1	61.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 4
 SAU: Saco School Department
 School: C K Burns School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	203	5	2	109	54	67	33	22	11	443	204	2	53	33	11	443	13609	13	53	24	10	446
Ethnicity																						
African American/Black	3										4						415	5	41	30	24	439
American Indian or Native Alaskan	0										0						123	12	46	28	13	445
Asian or Pacific Islander	6	1	17	2	33	0	0	3	50	438	6	17	33	0	50	438	225	22	45	20	12	448
Hispanic	3										3						147	3	58	30	10	443
Caucasian/White	191	4	2	106	55	63	33	18	9	443	191	2	55	33	9	443	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	26	0	0	5	19	12	46	9	35	434	27	0	19	48	33	434	2227	3	34	33	30	437
No	177	5	3	104	59	55	31	13	7	444	177	3	59	31	7	444	11382	14	57	22	7	448
Current LEP																						
Yes	7	1	14	0	0	3	43	3	43	435	7	14	0	43	43	435	370	7	35	31	27	439
No	196	4	2	109	56	64	33	19	10	443	197	2	55	33	10	443	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	64	1	2	20	31	29	45	14	22	439	64	2	31	45	22	439	5704	6	48	30	16	442
No	139	4	3	89	64	38	27	8	6	445	140	3	64	28	6	445	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	203	5	2	109	54	67	33	22	11	443	204	2	53	33	11	443	13603	13	53	24	10	446
Gender																						
Female	92	2	2	48	52	29	32	13	14	443	92	2	52	32	14	443	6591	12	54	24	11	446
Male	111	3	3	61	55	38	34	9	8	444	112	3	54	35	8	443	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										1						2131	3	41	38	18	440
No	202	5	2	108	53	67	33	22	11	443	203	2	53	33	11	443	11478	14	56	21	9	448
Gifted/talented program																						
Yes	0										0						324	64	34	2	0	464
No	203	5	2	109	54	67	33	22	11	443	204	2	53	33	11	443	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Saco School Department

School: C K Burns School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	1	25	2	50	1	25	434	2	0	25	50	25	434	4	4	37	30	28	438
B. less than one hour	74	5	3	79	53	50	33	16	11	443	74	3	52	34	11	443	75	13	55	23	9	447
C. one to two hours	22	0	0	27	61	14	32	3	7	443	22	0	61	32	7	443	18	12	54	24	10	446
D. more than two hours	2	0	0	1	25	1	25	2	50	435	2	0	25	25	50	435	2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	37	4	5	55	73	12	16	4	5	448	37	5	72	17	5	448	37	22	56	16	7	451
B. good	41	1	1	41	49	32	38	10	12	442	41	1	49	38	12	442	45	9	56	25	9	446
C. fair	16	0	0	11	33	15	45	7	21	438	16	0	33	45	21	438	14	3	46	34	17	440
D. poor	5	0	0	2	18	8	73	1	9	437	5	0	18	73	9	437	3	2	33	35	29	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	17	2	6	17	50	11	32	4	12	443	17	6	50	32	12	443	35	19	56	19	7	450
B. They match some of what I have learned.	66	3	2	76	57	41	31	14	10	444	67	2	56	31	10	444	51	11	56	25	8	446
C. They match just a little of what I have learned.	14	0	0	13	46	11	39	4	14	441	14	0	46	39	14	441	10	5	43	31	21	440
D. There is no match.	3	0	0	2	33	4	67	0	0	440	3	0	33	67	0	440	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	27	1	2	23	42	24	44	7	13	441	27	2	42	44	13	441	17	5	44	31	20	441
B. about the same as my regular schoolwork	61	4	3	70	56	36	29	14	11	443	62	3	56	30	11	443	62	13	57	23	7	448
C. easier than my regular schoolwork	11	0	0	16	70	6	26	1	4	446	11	0	70	26	4	446	21	18	53	19	10	449
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	5	0	0	4	36	5	45	2	18	439	5	0	36	45	18	439	7	6	36	32	27	438
B. 30–45 minutes	9	0	0	8	42	8	42	3	16	441	9	0	42	42	16	441	25	7	52	28	12	444
C. 45–60 minutes	17	1	3	17	49	12	34	5	14	442	18	3	47	36	14	442	38	14	56	22	8	448
D. more than 60 minutes	68	4	3	80	58	42	30	12	9	444	68	3	58	30	9	444	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	5	0	0	9	82	1	9	1	9	450	5	0	82	9	9	450	3	4	36	31	28	438
B. two or three days a week	32	3	5	41	63	17	26	4	6	446	32	5	63	26	6	446	12	13	51	26	10	446
C. two or three times each month	28	1	2	31	54	20	35	5	9	443	28	2	54	35	9	443	32	15	58	20	7	449
D. never or almost never	34	1	1	28	40	29	41	12	17	440	35	1	39	42	17	440	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	51	4	4	51	49	35	34	14	13	443	51	4	49	34	13	443	26	12	50	25	13	445
B. two or three days a week	30	1	2	39	64	19	31	2	3	445	30	2	64	31	3	445	32	14	57	21	7	448
C. two or three times each month	14	0	0	15	54	9	32	4	14	442	14	0	54	32	14	442	26	13	56	22	8	448
D. never or almost never	5	0	0	4	40	4	40	2	20	439	5	0	36	45	18	439	17	9	50	27	13	444
Optional school/SAU question																						
A.	60	0	0	0	0	1	33	2	67	429	60	0	0	33	67	429						
B.	0										0											
C.	0										0											
D.	40	0	0	1	50	0	0	1	50	437	40	0	50	0	50	437						